



Daisy Elementary

2801 Red Bluff Road
Loris, South Carolina

Grades	PK-5 Elementary School	
Enrollment	578 Students	
Principal	Dawn N Brooks	843-756-5136
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Below Average	Below Average
2006	Average	At-Risk
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

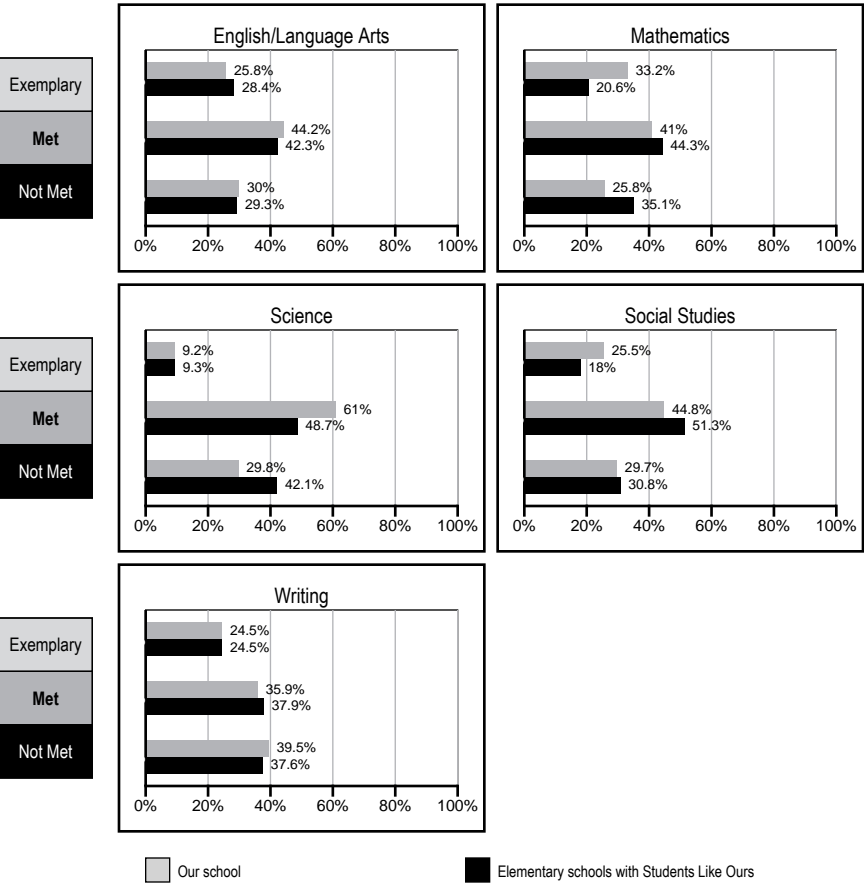
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	90	23	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=578)				
First graders who attended full-day kindergarten	100.0%	Up from 98.9%	100.0%	100.0%
Retention rate	3.4%	Up from 1.6%	2.5%	1.9%
Attendance rate	96.5%	Down from 98.1%	96.1%	96.3%
Eligible for gifted and talented	8.2%	Down from 11.5%	6.8%	10.0%
With disabilities other than speech	9.9%	Down from 12.0%	9.0%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	30.4%	Up from 27.7%	56.7%	59.4%
Continuing contract teachers	69.6%	Up from 55.3%	77.0%	80.0%
Teachers with emergency or provisional certificates	2.4%	Down from 3.2%	0.0%	0.0%
Teachers returning from previous year	86.9%	Up from 84.4%	84.8%	85.9%
Teacher attendance rate	95.1%	Up from 94.3%	95.0%	95.1%
Average teacher salary*	\$46,324	Up 9.1%	\$46,060	\$47,149
Professional development days/teacher	21.7 days	Up from 19.6 days	11.7 days	11.1 days
School				
Principal's years at school	5.5	Up from 4.5	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Up from 15.1 to 1	18.5 to 1	18.8 to 1
Prime instructional time	91.3%	Down from 92.2%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,090	Up 2.5%	\$7,663	\$7,458
Percent of expenditures for instruction**	66.0%	Down from 67.6%	68.0%	68.8%
Percent of expenditures for teacher salaries**	46.9%	Down from 60.0%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Daisy Elementary's mission is to ensure that each child receives a personalized quality education where s/he are nurtured and challenged by actively engaging in meaningful standards-based teaching and learning in preparation for their future. Through the hard work of our staff and students, we have continued to ensure success for all. The 2008-09 school year completed our 15th year operating on a year-round calendar. Students in grades K-5 received daily, specially planned instruction on their level in English language arts and math. Teachers met weekly to plan and discuss ideas to enhance instruction in the classroom. Measures of Academic Progress (MAP), DIBELS, and Comprehension MAZES provided us with valuable data to better analyze children's strengths and weaknesses. Staff participated in professional development focused on the Five Big Ideas of Reading (Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Comprehension, and Vocabulary). All teachers participated in the District's laptop computer initiative, and all have access to a SMART Board in their classroom. All teachers participated in training for Everyday Math and Reading Mastery. All children K-5 participated in Walk to Read which consists of Reading Mastery and guided reading stations on their appropriate Reading Mastery level and lexile level. Students and staff were involved in the community through Jump Rope for Heart, HTC Recycling, and Relay for Life. Approximately 150 students in attended Intersession School during the fall, winter, and spring breaks. Approximately 100 students in Grades 3-5 attended Extended Day to strengthen their ELA and math skills. Nine fifth grade students participated in a pre-algebra on-line course. Two teachers earned National Board Certification, and several are pursuing that certification. Daisy Elementary School is committed to reaching our goals, and we look forward to working with PTO, School Improvement Council, and parents to increase parental and community involvement. We are proud of the successes of our students and staff. We invite you to become an integral part of our commitment to excellence. Dawn N. Brooks, Principal; Tyler Caines, School Improvement Chairperson 2008-2009

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	65	51
Percent satisfied with learning environment	90.2%	87.3%	88.0%
Percent satisfied with social and physical environment	98.0%	87.5%	78.4%
Percent satisfied with school-home relations	88.2%	93.8%	82.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R-HOLD
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	247	100	29.7	43.8	26.5	85.4	86.5	82.8	Yes	Yes
Gender										
Male	126	100	30.9	43.6	25.5	84.5	83.4	79.3	N/A	N/A
Female	121	100	28.4	44	27.5	86.2	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	118	100	14	45	41	92	91	89.5	Yes	Yes
African American	117	100	43.1	42.2	14.7	79.8	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.4	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	45	100	65	25	10	65	63.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	221	100	32.6	47.2	20.2	83.9	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	247	100	25.6	40.6	33.8	81.7	83.7	78.9	Yes	Yes
Gender										
Male	126	100	25.5	40.9	33.6	79.1	81.9	77	N/A	N/A
Female	121	100	25.7	40.4	33.9	84.4	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	118	100	13	38	49	91	89.2	87.2	Yes	Yes
African American	117	100	36.7	41.3	22	72.5	68	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.1	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	45	100	60	30	10	47.5	53.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	221	100	28	43	29	79.8	77.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	163	100	29.6	60.6	9.9	70.4	73.1	67.5
Gender								
Male	87	100	33.8	56.8	9.5	66.2	72.2	67
Female	76	100	25	64.7	10.3	75	73.9	68
Racial/Ethnic Group								
White	82	100	16.2	67.6	16.2	83.8	80.8	79.5
African American	73	100	41.2	54.4	4.4	58.8	51.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
Disability Status								
Disabled	25	100	59.1	31.8	9.1	40.9	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	57.3	59.6
Socio-Economic Status								
Subsided meals	148	100	33.1	59.1	7.9	66.9	64.3	55.1

Social Studies

All Students	167	99.4	28.8	45.2	26	71.2	76.4	72.3
Gender								
Male	79	100	32.4	33.8	33.8	67.6	75.6	71.5
Female	88	98.9	25.6	55.1	19.2	74.4	77.3	73.2
Racial/Ethnic Group								
White	83	100	18.8	39.1	42	81.2	82.4	80.7
African American	76	98.7	32.9	54.3	12.9	67.1	59.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	31	100	65.4	26.9	7.7	34.6	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsided meals	147	99.3	31.7	47.6	20.6	68.3	68.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	246	99.2	39.5	35.9	24.5	60.5	76.3	70.2	96.5	96
Gender										
Male	124	98.4	46.8	36	17.1	53.2	69.4	63.2	96.5	96
Female	122	100	32.1	35.8	32.1	67.9	83.3	77.5	96.6	96.1
Racial/Ethnic Group										
White	115	100	32.7	29.7	37.6	67.3	82.4	79.1	95.4	95.7
African American	119	98.3	45.9	40.4	13.8	54.1	59.4	57.6	97.7	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.1	86.2	N/A	97.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	67.7	62.6	97.2	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.3	68.7	95.7	95.4
Disability Status										
Disabled	49	95.9	81.8	13.6	4.5	18.2	34.2	26.1	97.6	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	64.6	61.2	97.4	97.1
Socio-Economic Status										
Subsidized meals	220	99.1	43.3	37.1	19.6	56.7	68.2	58.9	96.7	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	92	100	33.7	37.3	28.9	66.3
	4	83	100	21.4	44.3	34.3	78.6
	5	72	100	33.3	51.5	15.2	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	92	100	34.9	42.2	22.9	65.1
	4	83	100	11.4	40	48.6	88.6
	5	72	100	28.8	39.4	31.8	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	35.9	48.7	15.4	64.1
	4	83	100	21.4	67.1	11.4	78.6
	5	36	100	N/AV	N/AV	N/AV	60.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	48	97.9	37.2	39.5	23.3	62.8
	4	83	100	18.6	48.6	32.9	81.4
	5	36	100	39.4	45.5	15.2	60.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	94	98.9	45.2	27.4	27.4	54.8
	4	81	98.8	37.1	40	22.9	62.9
	5	71	100	34.8	42.4	22.7	65.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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